

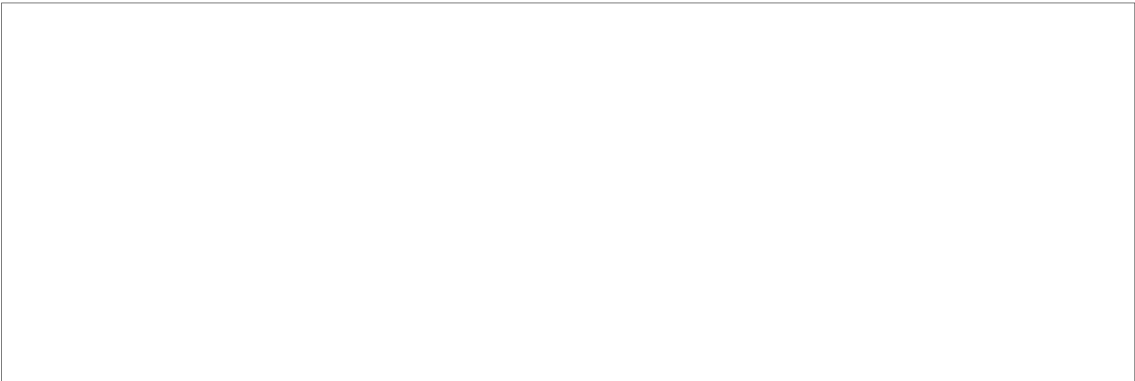
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INFORMATION REPORT
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1. In this report [redacted] deal with the question of the accessibility of higher education to children of poor and middle-class workers. [redacted] also touch on the question of what steps the government takes to insure that children from rural middle schools, when they enter higher educational institutions, shall have had preparatory training equal to that received by children from urban middle schools. 50X1
 2. From 1932 or 1933 to 1939 the chance of receiving a higher education was quite good in all economic classes. Starting in 1939, however, the government began to introduce limitations.
 3. The first such limitation was the change made in the draft law. This change was effected on 1 Sep 39 by the fourth irregular session of the Supreme Soviet of the USSR. All male citizens of the USSR when they graduate from middle school or some similar institution, having reached their eighteenth year and being fit for military service, are conscripted into the armed services. All males studying in a middle school and reaching their seventeenth year before January 1, must register for the draft.
 4. Another very serious limitation to the possibility of receiving a higher education was the law "concerning government labor reserves" passed by the Presidium of the Supreme Soviet on 2 Oct 40. Among other things the law provided for:

(a) A change in the stipend system. Students were paid stipends only if they had excellent marks in all subjects. Later this rule was eased a bit so that students received stipends if they had excellent marks in two-thirds

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of their major subjects and good marks in 1/3 of their minor subjects. The reason for this amendment was the sudden mass exodus from higher educational institutions.

(b) The paying of tuition in higher educational institutions and in the 8th, 9th, and 10th classes of middle school. Amounts of tuition were as follows:

- (1) In Moscow, Leningrad and republic capitals, 400 rubles a month;
- (2) In other towns, 300 a month.

This limitation made the achievement of a higher education harder for children from middle class families and almost impossible for children from poor families.

5. Let us take a look at what the possibilities urban middle school students from poor class families (those having an income of 500 rubles a month without deductions) had for higher education. In the first place, these children are not even in a position to finish the seven-year middle school. They are usually mobilized into industrial or factory-training schools. In this respect, the children of sailors have it a little better. They can enter either merchant marine schools or marine academies of the closed (military) type. Some parents, seeing that their children have great potentialities try, by exerting great effort, to send them through the ten-year middle school. Of course, besides the tuition, parents have to pay for books and other equipment. If the parents should succeed in getting the children through middle school, they face new obstacles in higher education. Boys have to serve a term in the army and their parents have no pull to get them out of it. Only the boys who are unfit physically or who graduate from the 10th class before their 18th year are able to get a higher education.
6. Children of people engaged in sea or river transportation are more fortunate. First of all, in the system of the merchant and river fleet all middle schools and higher educational institutions, are of the closed type. In the second place, all workers and specialists in water transportation are in a special draft category and are deferred from military service. Workers in this field can either prepare themselves for entrance into a maritime middle school or into a correspondence middle school at the completion of which they can enter a higher institution. They can enter these middle schools at the ages of 17-18 and, since they are working at the same time, they are not eligible for the army. It is also possible to enter a maritime middle school (from 17-24 years of age) having only a seven-year middle school education, and to go to work in the merchant fleet upon graduation. In this way, also, a man cannot be drafted into the Army but may be called into the Navy as a junior officer. In either case, he may study for entrance into a higher institution while he is working. At this point I might say that the correspondence school system in the merchant fleet is well organized.
7. Although it is easier to get a higher education in the merchant fleet system than in other places, there are still some restrictions. The maritime schools usually take only maritime workers or their children. Also, the physical and other standards for entrance into the merchant marine are very strict. The number of institutions is also limited, allowing only a certain number of students:

Maritime beginning schools -- 13
 Maritime middle schools ---- 11
 Maritime higher educational institutions -- 5
8. Let us examine the situation with regard to children of poor and non-influential families in provincial and rural areas. Besides the afore-mentioned restrictions on the attainment of higher education, this group of young people has still another obstacle. In rural areas only about 15% of all middle schools are full or ten-year schools; the rest are seven-year schools. Even in the ten-year schools which exist, the level of education is not as

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high as in urban schools, because of a lack of modern facilities and because the better-qualified teachers usually are attracted to the urban areas. Even if the rural boys and girls do complete a ten-year school, they usually cannot pass the entrance examinations for higher educational institutions located in large cities as they are not well enough prepared. These people may enter local or provincial institutions that have somewhat lower entrance requirements.

9. The government makes no attempt to give the people from rural and provincial areas an equal opportunity for getting a higher education.

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